DOCUMENT RESUME

ED 330 870 CE 057 688

AUTHOR	Houghton, Teri; Craemer, Ronda
TITLE	Josephine County School District's Implementation Program for Applied Communications in Three High Schools. Final Report.
INSTITUTION	Josephine County Unit School District, Oreg.
SPONS AGENCY	Oregon State Dept. of Education, Salem. Div. of Vocational Education.
PUB DATE	Jun 89
NOTE	69p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Business Communication; *Communication Skills; *Curriculum Development; English Curriculum; *English Instruction; High Schools; *Interpersonal Communication; Learning Modules; Organizational Communication; *Program Implementation; *Vocational Education
IDENTIFIERS	*Applied Communication; Josephine County School District OR

ABSTRACT

Josephine County School District (Oregon) provided the Applied Communications modules to vocationally oriented students at its three high schools. The project's goal was to improve the communication skills of high school graduates. Each high school presented the program in a different manner; all offered English credit. Hidden Valley High School offered a year-long English class, taught jointly by an English teacher and a variety of vocational instructors. North Valley presented the program as a portion of advanced vocational courses. Approximately one-third of class time was devoted to the modules; the other two-thirds involved application of the concepts in a practical setting. Illinois Valley offered an Applied Business Communications class. The English and Business departments worked together to form a core curriculum and designed course content and structure. Students reported improved communication skills; the concept of applied curricula was introduced; and vocational and English teachers collaborated for the first time. A third-party evaluation found that students received substantially higher grades. (Appendixes, amounting to approximately two-thirds of the report, include a guide with implementation guidelines for Applied Communications; a case study for Hidden Valley; a report on a Hidden Valley supplemental, year-end student project; and Hidden Valley and North Valley student survey results.) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

C-P-2-89 019713
OR89CD06

ED330870

Final Report

Josephine County School District's
Implementation Program

for

Applied Communications
in Three High Schools

June 1989

Submitted by
Teri Houghton, Project Director
Ronda Craemer, Third Party Evaluator

CE057688

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S J Craemer

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TABLE OF CONTENTS

PAGE NO.

ABSTRACT OF THE PROJECT..... 1

PROJECT GOALS AND OBJECTIVES..... 2

DESIGN MODEL - HIDDEN VALLEY HIGH SCHOOL..... 3

DESIGN MODEL - NORTH VALLEY HIGH SCHOOL..... 6

DESIGN MODEL - ILLINOIS VALLEY HIGH SCHOOL..... 8

MAJOR ACCOMPLISHMENTS AND OUTCOMES..... 10

OTHER ACCOMPLISHMENTS..... 11

PROBLEMS..... 12

THIRD PARTY EVALUATION..... 13

SUMMARY AND CONCLUSIONS..... 16

RECOMMENDATIONS..... 17

PROJECT FOLLOW-UP AND COMMITMENT..... 18

BUDGET SUMMARY..... 19

APPENDIX

- IMPLEMENTATION GUIDELINES FOR APPLIED COMMUNICATIONS..... 20
- CASE STUDY FOR HIDDEN VALLEY HIGH SCHOOL..... 41
- SUPPLEMENTAL ACTIVITY-HIDDEN VALLEY HIGH SCHOOL-YEAR END PROJECT 58
- HIDDEN VALLEY SURVEY RESULTS..... 60
- NORTH VALLEY SURVEY RESULTS..... 62

ABSTRACT OF THE PROJECT

Local employers have expressed dissatisfaction with the communication skills of high school graduates. Providing the Applied Communications modules to vocationally oriented students is a major step toward a solution to the problem. Josephine County School District has three high schools of varying sizes; because of the demographics of each area, the students have differing needs. Therefore, each high school presented the program in a different manner; all offered English credit.

Hidden Valley High School (approximately 900 students) offered a year long English class, taught jointly by an English teacher and a variety of vocational instructors.

North Valley High School (approximately 800 students) presented the program as a portion of advanced vocational courses. Approximately one-third of class time was devoted to Applied Communications Modules. The other two-thirds involved application of the concepts in a practical setting.

Illinois Valley High School (approximately 400 students) offered an Applied Business Communications class. Course content and structure was to be designed by the English and Business departments, working together to form a core curriculum.

PROJECT GOALS AND OBJECTIVES

The project goals and objectives listed below are common to all three high schools in Josephine County School District. These goals and objectives were met at two of the three schools.

Goal One: To expand and improve communication skills of Josephine County School District's high school students.

Goal Two: To provide Josephine County School District students with the opportunity to practice and develop skills which will enable them to be more effective employees in the workplace.

Goal Three: To incorporate the practical application of communication skills into the students' varied approaches to Applied Communications.

Goal Four: To provide benefits and opportunities for our special needs students within the schools' varied approaches to Applied Communications.

Goal Five: To provide students with the opportunity to relate the importance of and the use of communication skills to their career goals.

Goal Six: To provide an opportunity for student implementation of Applied Communications concepts in a simulated work/academic environment.

DESIGN MODEL - HIDDEN VALLEY HIGH SCHOOL

At Hidden Valley High School, implementation of Applied Communications consisted of a full year class for English credit. The Applied Communication team consisted of one English instructor and instructors from all five vocational cluster programs.

The Applied Communications course was taught during the first period time slot by Teri Houghton, an English instructor. The last three lessons of each module often required the expertise of one or more members of the project team.

This was made possible by offering the class when department chairs had their preparation periods. They were then available either as classroom instructors or as substitutes for other project team members during this time.

To enable the project director to adequately plan and coordinate the program during the pilot year, she was scheduled with an additional planning period at a time when several key project team members were also available for planning and evaluation conferences.

Selection of students for enrollment in the Applied Communications course was done by recommendation from Vocational and English staff. We targeted eleventh grade students for this course. By this time, they have had two years to pursue a variety of vocational courses and to identify a vocational career goal.

Eleventh grade students also have completed several aptitude and interest activities as part of their career exploration in our existing guide group program. These activities include CAPS, COPS and CDM Inventory.

Class size was twenty students. The guidelines below were followed as closely as possible:

1. Four seats were reserved for eleventh grade students whose career goals fit each of the five identified vocational areas (total 20).
2. Five seats were designated wild cards, for eleventh grade students with vocationally oriented career goals in any area.
3. We enrolled several identified special needs eleventh grade students to be drawn from Chapter I, At Risk, and or PL 94-142 students.
4. Students were generally identified as candidates through vocational teacher recommendations.

Hidden Valley High School's related activities included, but were not limited to:

1. Student journals which contained:
   a. evaluative comments on the program
   b. evaluation of personal achievement
   c. suggestions for revision/improvement of program
   d. other notations and materials which were used for student evaluation
2. Field trips to vocational work sites as observers
3. Simulated vocational activities

4. Video taping classroom activities
5. Writing a career report, exploring various aspects of a vocational career
6. Speakers from the community, dealing with topics related to the modules and student interests.

Setting: The Applied Communications class of Hidden Valley High School was taught primarily in the English classroom. Other areas of the school were used as activities dictated.

Number and grade level of students: 20 students; all grade 11

Staff involved:

Teri Houghton - English Instructor

Carl Johnson - Vocational Instructor

Rick Wickersham - Vocational Instructor

Phil Mills-Price - Vocational Instructor

Lowell Bickel - Vocational Instructor

Ron Houghton - Vocational Instructor

DESIGN MODEL FOR NORTH VALLEY HIGH SCHOOL

At North Valley High School the Applied Communications modules were integrated into an existing vocational program. The anticipated target course was in the Technical Trade and Industrial areas, specifically Advanced Power Mechanics. A two week instructional time frame was adopted, providing ten class periods in each time unit. Within this time frame, an English instructor used three days to present intensive, in-classroom instruction and practice in Applied Communications skills, drawn from the modules and related materials. In the remaining seven days the Vocational instructor emphasized the specific communication skills as a part of the practical instruction in that vocational field. Thus, the Applied Communication skills were integrated into North Valley High School's existing Technical Trade and Industrial Vocational program.

The English teacher and the Vocational instructor worked together to plan and evaluate the three day Applied Communications portion of each two week unit. Evaluation was completed at the end of the seven day practical instruction portion of the program. This implementation plan granted one half credit of English for a full year course.

Students enrolled in North Valley High School's Power Mechanics class were participants in this pilot program. Special needs students were encouraged by the project team coordinator to enroll in the designated classes.

Other related activities included:

1. Job simulations related to students' career choices
2. Video taping of classroom activities for students review
3. Use of specialized audio-visual materials, in particular those related to specific vocational careers
4. Guest speakers from local businesses relevant to vocational areas
5. Field trips to work sites, in our community, such as automotive shops.

Setting: North Valley's Applied Communications class was taught in the power Mechanics classroom, rather than the English classroom. Periodic use was also made of the Auto Mechanics Lab.

Number and grade level of students: 18 students
4 seniors
5 juniors
9 sophomores

Staff involved:

Jill Foltz - English Instructor

Keith Hitchko - Vocational Instructor

DESIGN MODEL FOR ILLINOIS VALLEY HIGH SCHOOL

The Applied Business Communication class at Illinois Valley High School was designed to contain a variety of activities designed to meet the goals and objectives of the Josephine County School District proposal.

Illinois Valley High School planned to implement the Applied Communications modules by offering an Applied Business Communications class for English credit. Because Illinois Valley High School had extensive experience with a computer network and available software, the computer lab was to be used as the basis for this course. Selected materials from lessons one through seven of the modules and the business/marketing portions of lessons eight through ten were to form part of the curriculum for the pilot program.

Activities were to focus on other major areas including:

1. Written communication, using word processing and language arts review
2. Electronic communication
3. Oral communication
4. Listening skills
5. Reading skills
6. Other essential skills such as decision making, setting priorities, and time management
7. Electronic mail via OABUS software program
8. Composition and writing at the computer, using software currently in use by local businesses
9. Practical application tasks containing basic language arts skills

such as spelling, sentence structure, meaning, and content

10. Oral presentations based on actual business case studies and reports
11. Case studies and problems which give the student the opportunity to use basic skills in decision making and problem solving. All modes of communication were to be utilized in presenting the problem solutions
12. Practical application of reading and listening skills. Strategies were to include lecture, demonstration, and role playing
13. Speakers from the community who are involved in local businesses.

The implementation of the Illinois Valley High School model was not successful due to a change in personnel from the time the proposal was written to actual implementation time. Project staff still feel that this type of model could be successful under the right circumstances.

MAJOR ACCOMPLISHMENTS AND OUTCOMES

Accomplishments:

1. Increased awareness of students, administrators and counselors, of the need to provide students with curriculum that is applicable to career goals.
2. Provided students in a concrete way with communication skills vital to success in the workplace.
3. It has emphasized the importance of good communication skills on the job.
4. Students have acknowledged that they are now communicating more effectively with their employers, co-workers, customers-clients, and interpersonal relationships.
5. Has dramatically improved the students' problem solving skills.
6. Illustrated to administrators and project staff in Josephine County School District the steps to successfully implement a new course in the high school setting.
7. Introduced the concept of applied curricula, which in turn, has opened the door for other applied courses, i.e. Applied Mathematics.
8. Offered a wide variety of learning styles, which accommodated special needs students.
9. Due to the nature of the course, traditionally at risk students were highly motivated and successful.
10. Supplemental writing activities were developed by Hidden Valley High School, i.e. career paper.

OTHER ACCOMPLISHMENTS

1. An informational packet and presentation was developed for schools that are interested in implementing Applied Communications.
2. Workshops were held in Southern Oregon upon the request of local high schools.
3. Discussions took place in the classrooms relative to sexual stereotyping.

PROBLEMS

1. The major deviation from the original proposal was the lack of implementation of Applied Communications at Illinois Valley High School. As stated previously, this lack of success was due to a change in personnel at Illinois Valley High School.
2. Field trips were not conducted due to budget constraints in Josephine County School District.
3. North Valley High School was able to infuse the Applied Communications curriculum into only one vocational cluster rather than the three planned originally.
4. Completing necessary contract hours at North Valley High School for the English and Vocational requirements.
5. Course title presented and still presents a problem. Originally the course was titled Applied Communications. The State Board of Higher Education was and is reluctant to accept this class titled in this manner as a college preparatory class.

THIRD PARTY EVALUATION

As Director of Curriculum for Jackson ESD, I have been working with the Josephine County School District's Applied Communication Implementation Project throughout the 1988-89 school year.

ATTAINMENT OF PROJECT OBJECTIVES:

The six project objectives for the Implementation of Applied Communications in Josephine County School District were for the most part met.

Goal One: The students involved in the project have indicated through a survey that they are able to communicate more effectively since taking the class. Testing data is not available to determine the amount of growth in this area.

Recommendation: For future implementation projects use a norm referenced test with the pilot group and a control group at the beginning and end of the project.

Goal Two: Students in the projects were involved in practice that will enable them to be effective employees in the work world. Students on the final survey indicated they are better employees.

Recommendation: For future projects centered around improving work skills, interview employers before and after implementation.

Goal Three: Students did not have many opportunities to practice the skills they learned in Applied Communications outside of the classroom setting. Students who had jobs were able to practice the skills learned.

Recommendation: Develop practical application activities.

Goal Four: Special need students (Chapter I, 94-142 and at risk students) were more successful in this class than in the traditional English classes they took in the past.

Goal Five: The students were continually relating their career goals to the importance of communication skills by participating in activities specific to the vocational cluster from which they were recommended. They had to do a career paper as a course requirement.

Goal Six: Students were required to complete simulated activities, which were video taped for evaluative purposes. More activities of this type should have occurred.

EVALUATION OF PROJECT OUTCOMES:

The project director has indicated there were thirteen outcomes accomplished during the implementation year. After reviewing those, I am in agreement that all of the outcomes were achieved. I would like to make a few recommendations for documentation of outcomes for future projects of this type.

Recommendation One: A norm referenced test should be administered before and after implementation for comparison purposes.

Recommendation Two: A survey should be completed before and after the project. The survey should be completed by teachers, students, employers and administration.

Recommendation Three: Use a control group in data collection.

Did a Change Occur?

The information that I used to answer this question was obtained through a final survey given to the students.

Change One: The students indicate they have learned skills which they can apply to other settings beside school, which was not the case in the English classes they have previously taken.

Change Two: A collaborative effort took place between the vocational teachers and the English teachers for the first time.

Change Three: The students worked in groups more often.

Was the change educationally significant?

Based on the grades students received for the Applied Communications course compared to their past grades, grades for Applied Communications were substantially higher.

The teachers obtained additional training in Cooperative Learning/Group Processing skills.

Students felt good about English, which has not been the case in the past.

Handicapped and Disadvantaged Student Needs:

The Josephine County School District project tried to insure that disadvantaged and handicapped students needs were met. Due to the reading level of Applied Communication being at the eighth grade level, students with a severe learning disability (SLD) or mild mental retardation were not included in the project this year. A recommendation for the future would

be to have the SLD students pair with another Applied Communications student to assist with the reading or have the student worktexts on audio tape. Disadvantaged students had an equal opportunity to take the class.

Reducing Sex Bias and Sex-Role Stereotyping:

Through the Applied Communications tapes and teachers putting students in different roles during simulations, an emphasis was made to break down the typical sex bias and role stereotyping. This was accomplished extremely well at Hidden Valley High School. At North Valley High School all of the students were boys, which did not provide opportunities to broach this topic. Project staff and this evaluator discussed ways to prevent this happening in the future.

Improving Teaching Techniques/Curriculum Materials:

Improvement of teaching techniques occurred with the pilot staff at both Hidden Valley and North Valley High Schools. Cooperative Learning techniques were introduced to staff and they then used these strategies throughout the school year. These are techniques the staff have indicated will be useful not only in the Applied Communication classes, but in all of their classes.

Another area of improvement in teaching techniques was in the area of doing simulations and taping classroom interactions for evaluative purposes. Project staff indicated they are less intimidated by a video camera.

Hidden Valley High School integrated the District's career research paper into the Applied Communications class. Students appeared to understand the value of this activity better than the students in the traditional English class. The career paper also fused nicely with the Applied Communication's curriculum. During the National Applied Communications Conference this April, Teri Houghton presented this activity to future teachers of Applied Communications.

SUMMARY AND CONCLUSIONS

1. Josephine County School District continues to offer the Applied Communications curriculum at Hidden Valley High School.
2. Components of the Applied Communications will be used in the Business Department at Illinois Valley High School.
3. If financial status of Josephine County School District improves, North Valley High School will offer the curriculum in the same manner it was presented this year; otherwise the program will not continue.
4. Staff and students involved unanimously agreed to the value of the program.
5. Students who typically had difficulty with traditional English classes were successful in the Applied Communication setting.
6. A diverse group of students are interested in taking Applied Communications, i.e. college bound, military oriented, vocational students, and at-risk students.

RECOMMENDATIONS

Extension to Other Settings:

1. Use at community college levels
2. Components should be made available to business community
3. Use in alternative education settings

Improvements:

1. Occupation specific activities should be updated on a regular basis to insure information is up to date.
2. If a teacher uses the entire Applied Communications curriculum, a variation in presentation needs to occur so as to avoid students becoming bored.
3. Teachers need to be trained before they use the materials.
4. Visual format of student text needs to be improved; currently the books are visually uninteresting.

Dissemination:

1. Provide a central clearinghouse for information relative to Applied Communications, i.e. ESD'(s), District Office.

PROJECT FOLLOW-UP AND COMMITMENT

Follow-up Activities:

1. Validate the Essential Learning Skills and Common Curriculum Goals to Applied Communications curriculum
2. Assist in planning and presenting at ODE's August workshop for future teachers of Applied Communications
3. Continue to be available to schools and other educational agencies as a resource person

Continuation:

1. Hidden Valley High School will continue a year long English class utilizing the Applied Communications curriculum.
2. Illinois Valley High School will use a few of the Applied Communications modules in their business classes.
3. Jackson Education Service District will continue to act as the central coordinating agency for Applied Communication information and liaison between ODE and AIT for Southern Oregon school districts.

APPENDIX C

BUDGET SUMMARY

Title of Project Implementation of Applied Communications

	Proj Funds Req	+ Other Proj Funds*	Source of Other Funds	= Total Proj Costs
A. 1000 Instruction		District Contribut.		
100 Salaries		$3,712		$3,712
200 Employee Benefits		$1,998		$1,998
300 Travel/Other Purchased Svcs .				
400 Supplies	$ 279	$3,692		$3,971
Instruction Subtotal		$9,402		$9,681
B. 2100 Support Services--Students**				
C. 2210 Improvement of Instructional Services				
100 Salaries		$1,313		$1,313
200 Employee Benefits		$ 707		$ 707
300 Travel/Other Purchased Svcs .	$1,721			$1,721
400 Supplies				
Improvement of Instructional Services Subtotal		$2,020		$3,744
D. 2220 Educational Media Services				
100 Salaries				
200 Employee Benefits				
300 Purchased Services				
400 Supplies				
Educational Media Services Subtotal				
E. 2500/2600 Support Services Business/Central				
Indirect Cost @ _____%				
Support Service Business and Central Subtotal				
F. Other (include explanation) . . .				
Other Subtotal				
COLUMN TOTAL	$2,000	$11,422		$13,422

*Local and other funds available which serve similar purposes, or closely compliment the purposes of the funds requested for this project.

**Attach supplementary budget

cjw/0148f/102885

IMPLEMENTATION GUIDELINES

FOR

APPLIED COMMUNICATIONS

DRAFT COPY
Subject to Change

R. Craemer
5/89

TABLE OF CONTENTS

PAGE NO.

PREFACE.....

RATIONALE FOR PROJECT.....

WHAT IS APPLIED COMMUNICATION?.....

WHAT IS IN EACH MODULE?.....

WHAT PRINTED/TAPED MATERIALS ARE NEEDED?.....

LISTING OF APPLIED COMMUNICATION MODULES.....

HOW ARE THE LESSONS ARRANGED WITHIN THE MODULES?.....

HOW ARE THE MODULES TO BE USED?.....

HOW ARE THE LESSONS WITHIN A MODULE TO BE USED?.....

WHAT ARE THE INSTRUCTIONAL EQUIPMENT/MATERIAL NEEDS?.....

WHAT STAFF DEVELOPMENT NEEDS TO BE DONE BEFORE/DURING IMPLEMENTATION?.

WHAT SHOULD BE CONSIDERED BEFORE IMPLEMENTING APPLIED COMMUNICATIONS?.

TYPE OF MODEL TO USE.....

COST OF IMPLEMENTATION OF APPLIED COMMUNICATIONS FOR 30 STUDENTS.....

LIST OF APPLIED COMMUNICATION PILOT SITES AND PROJECT DIRECTORS.....

COMMONLY ASKED QUESTIONS ABOUT APPLIED COMMUNICATIONS.....

APPENDIX.....

DRAFT COPY
Subject to Change

PREFACE

Before proceeding through this guide, you need to:

1. Read the pamphlet describing APC written by AIT (Agency for Instructional Technology). (See Appendix A)

2. View introductory video produced by AIT.

DRAFT COPY
Subject to Change

APPLIED COMMUNICATIONS CURRICULUM
IMPLEMENTATION MANUAL

Rationale for Project: Southern Oregon High Schools are in the process of implementing the national curriculum Applied Communications, developed by Agency for Instructional Technology (AIT).

During the 1989-90 school year, pilot sites across the nation, including three in Southern Oregon will be using the Applied Communications curriculum.

This project was developed to enable high schools in Southern Oregon to implement Applied Communications as smoothly as possible.

R. Craemer
5/89

WHAT IS APPLIED COMMUNICATION?

GENERAL DESCRIPTION:

Applied Communication is teaching English/communication concepts in a relation to the world of work.

Applied Communication is a set of competency-based learning materials designed to help high school students develop and refine job-related communication skills. The learning materials are divided into 15 instructional modules with 15 lessons in each module. The modules can be used individually, in any order, to enhance existing English/communication or vocational/technical courses, or all 15 modules can be used in sequential order as the basis for a year-long course. The student materials are designed for use with individuals who have at least a sixth-grade level of reading ability.

CHARACTERISTICS OF APPLIED COMMUNICATION:

- Learning through problem-solving and practical approach
- Innovative, multi-media approach
- Relevant and applicable to real world
- Interactive, exciting learning
- Not remediation
- Meets needs of many different types of students, i.e. college-bound, vocational student

BEST COPY
Available

R. Craemer
5/89

WHAT IS IN EACH MODULE?

Each instructional module of Applied Communication includes a series of ten lessons that uses a variety of learning activities. The activities are centered around five vocational strands: agriculture; business and marketing; health occupations; home economics; and technical, trade, and industrial.

In each module Lessons 1-7 provide instruction in communication skills as they are generally used in the work place. Lessons 8-10 will contain activities designed to develop and refine communication skills in the five specific occupational areas. (see diagram below)

A Flexible Teaching Plan

Session 1: Getting Started	Sessions 2 and 3: Learning the Skills	Sessions 4 and 5: Applying the Skills	Session 6: Looking Back
• Overview of Unit • Video • Class Problem	• Read and Do • Class Activities • Class Discussions • Study Examples	• Hands-on Mathematics Lab • Solve Problems • Use Calculators	• Review • Evaluate Programs

Session 1 is introductory in nature. It involves overviewing the unit, viewing and discussing the video, and working—as a class—the problem proposed in the video. Session 1 sets the stage for the mathematics skills to be learned.

Sessions 2 and 3 deal with the mathematics concepts presented in the unit. Through the "read and do" material in the text, class activities, class discussion and study of examples, the students learn about the basic skills presented in the unit.

Sessions 4 and 5 focus on applying the mathematics skills in lab-oriented activities and problem-solving exercises. The use of calculators is encouraged strongly throughout these activities. Students complete the lab activities as group efforts, collecting data, making calculations and discussing their results. Similarly, students work the problem-solving exercises in groups—in an informal atmosphere—helping one another, discussing approaches and solutions with each other and with the teacher, as required.

Session 6 is a wrap-up session. It is appropriate to review the unit objectives, watch the video again, and recap the ideas presented in the summary. An end-of-unit test to evaluate student progress may be administered at this time.

* Taken from AIT's introduction to Applied Mathematics

BEST COPY
Available

R. Craemer
5/89

WHAT PRINTED/TAPED MATERIALS ARE NEEDED?

Each module has:

* A Teacher's Manual that includes lesson plans, masters for reproducing student work sheets

* A video tape which has two video programs to be used with the module. The video complements the print, bringing the work place into the classroom.

* A student work text, which may be used as a consumable or a nonconsumable. It is not mandatory for each student to have a work text, since the materials may be duplicated.

BEST COPY
Subject to Change

R. Craemer
5/89

Applied Communications Modules

1. Communicating in the Workplace
2. Gathering Information in the Workplace
3. Using Problem-solving Strategies
4. Starting a New Job
5. Communicating with Co-workers
6. Participating in Groups
7. Following and Giving Directions
8. Communicating with Supervisors
9. Presenting Your Point of View
10. Communicating with Client and Customers
11. Making and Responding to Requests
12. Communicating to Solve Interpersonal Conflicts
13. Evaluating Performance
14. Upgrading, Retraining, and Changing Jobs
15. Improving the Quality of Communication

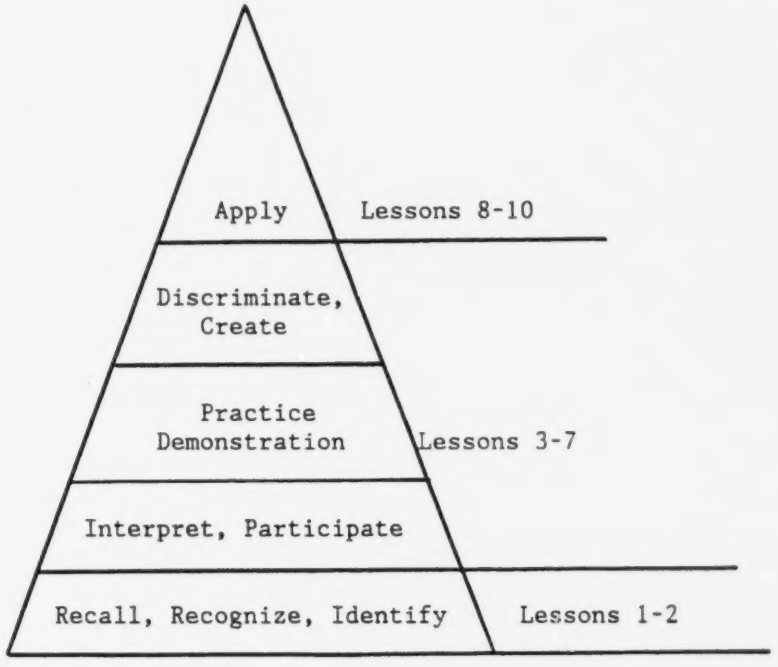
PROOF COPY
Subject to Change

HOW ARE THE LESSONS ARRANGED WITHIN THE MODULES?

The lessons within each module are divided into four components:

* Introduction: First 2 lessons provide background information. (This may be equated with an anticipatory set.)
* Examples: The next three to four lessons provide examples from which to draw information for practice.
* Application: The remainder of the fifteen lessons are the activities to provide practice for the students.
* Follow-up: There are independent activities for the students to ensure retention of subject.

Viewing the triangle below will give an idea of how the lessons use all levels of Bloom's Taxonomy.



R. Craemer
5/89

HOW ARE THE MODULES TO BE USED?

The Applied Communication modules may be used in a variety of ways. The program is designed to stand alone as a class or to be integrated into an existing class. Both of these approaches have been successful in the pilot sites across the United States.

HOW ARE THE LESSONS WITHIN A MODULE TO BE USED?

The materials/lessons in each module can be used in different ways. some possibilities are: (This is not a total list. With creativity, teachers will devise some other ways to utilize the lessons.)

- Using all of the lessons.
- Choosing a three-lesson option, using only the introductory lessons to focus students' attention on the major concepts of the module.
- Using the occupation specific lessons only after you have determined the students are at the application level. *

* Taken from AIT's introduction to Applied Mathematics

R. Craemer
5/89

COPY

WHAT ARE THE INSTRUCTIONAL EQUIPMENT/MATERIAL NEEDS?

To use Applied Communications a teacher will need:

- Teacher's Manual for all the modules which will be taught.
- A video tape for each of the modules that will be taught.
- A VCR/TV to play the video tapes.
- Student work text. One to duplicate or one for each student.
- Transparencies
- An overhead and screen or blank wall in the classroom.

DRAFT COPY
Subject to Change

R. Craemer
5/89

WHAT STAFF DEVELOPMENT NEEDS TO BE DONE BEFORE/DURING IMPLEMENTATION?

The success of any new program, curriculum, or materials, depends on the preparation of the individual(s). As with any new program, teachers that will be using Applied Communication need advance training before teaching the curriculum. There are three workshops that are essential for teachers new to Applied Communications.

The first workshop is an overview of cooperative learning techniques or group processes. The reason teachers need to have this knowledge is due to the amount of group activities that take place in Applied Communication. If one wanted to generalize even farther about the need for this workshop, you need to ask only one question: Don't we work with groups of people everyday? If the teacher is trained in group interaction, he/she will be teaching students vital interpersonal skills that they will use throughout.

The second workshop is a program about Applied Communication. As a part of this workshop, a classroom visitation to a school where Applied Communication is being taught should take place. If it is not feasible to do a classroom visitation, a video tape of an actual Applied Communication class should be shown. There are teachers in Southern Oregon currently using Applied Communications that would be willing to have their classes observed or to answer questions about the program. (See Appendix B)

The third workshop is a follow-up of cooperative learning/group processes and an opportunity for implementation teachers to ask questions of master teachers that have used Applied Communications for a year.

BEST COPY
Subject to Change

R. Craemer
5/89

Turn the page to find out...

WHAT SHOULD BE CONSIDERED BEFORE IMPLEMENTING APPLIED COMMUNICATIONS?

EASY COPY
Subject to Change

R. Craemer
5/89

APPLIED COMMUNICATION

THINGS TO CONSIDER FOR IMPLEMENTATION

1. Students being targeted

2. Class it will possibly substitute/augment

3. Delivery model you will use

4. Staffing

5. Credit awarded, i.e., English, vocational, elective

6. Marketing the class to students

7. Cost

8. PR to be done with staff/administrators/board/advisory committee

DRAFT COPY
subject to change

R. Craemer
5/89

WHAT STUDENTS IN OUR SCHOOL WILL TAKE APPLIED COMMUNICATIONS?

Applied Communication is designed for students with **at least a 6th grade reading level.** Some of the materials even require an 8th grade reading level.

This curriculum is NOT designed for special education students. Some learning disabled students may succeed if adaptation is made for the student's specific learning disability.

Vocational students benefit from Applied Communications.

College bound students find the curriculum relevant, but supplemental activities in writing and literature need to occur.

Oregon pilot site teachers believe the class should not be taught during the student's freshmen or senior year.

WHAT CLASS WILL APPLIED COMMUNICATION COMPLEMENT/SUBSTITUTE?

After a review of the objectives and the correlation to the Language Arts Common Curriculum Goals, the school will need to decide where this class fits in their English or vocational curricula.

If the class will be an English class, decide which English class Applied Communications will substitute.

If Applied Communication modules will be infused into an existing English class(es), review school's curriculum and see where the modules match with curriculum objectives.

If Applied Communication will be taught in a Vocational Program, plan implementation to insure students will not have duplication of modules in other classes.

DRAFT COPY
Subject to Change

R. Craemer
5/89

WHAT CREDIT WILL THE STUDENTS RECEIVE FOR APPLIED COMMUNICATIONS?

The type of credit that a school awards for students that study Applied Communications depends on the delivery model used. The Oregon Department of Education has supported the following:

English Credit: The teacher teaching the curriculum is a certified English teacher.
Enough Carnegie Credit Hours have been met during the semester/year.
A vocationally certified teacher with a second endorsement in English or extensive Language Arts experience.

Vocational Credit: A vocationally certified teacher is teaching Applied Communications.

Elective: As an elective, the teacher would need to have expertise in Language Arts and a vocational background.

If a school district is unsure about which type of credit is awarded, they should call Barbara Wolfe, Wanda Monthey at the ODE, or Ronda Craemer at Jackson ESD, 776-8578, before proceeding.

DRAFT COPY
Subject to Change

R. Craemer
5/89

TYPE OF MODEL TO USE

Possible Applied Communications Models	Possible Credit
1. Stand Alone English Class	
- taught by an English teacher	English
- supported by technical instructor(s)	or Elective
- year long or break into 2 semesters	
2. Stand Alone Vocational Communications Class	
- taught by technical area teachers	Vocational
- supported by English teacher	or Elective
3. Modules Integrated into Existing English class (with documentation of hours taught)	English
4. Modules Integrated into Vocational Class(es)	Vocational either/or
- by English	Elective
5. Team Approach	
- 2 hour block (English 1 hr./vocational class 1 hr.)	English (1) Vocational (1)

DRAFT COPY
Subject to Change

R. Craemer
5/89

COST OF IMPLEMENTATION OF
APPLIED COMMUNICATIONS
FOR 30 STUDENTS

15 Modules	Individual	Set of 15	30 sets of 15
Student text for each module (purchased from ODE-Wanda Monthey)	$ 2.90	$ 43.50	$1,305.00
Teacher's manual for each module (purchased from ODE-Wanda Monthey)	$ 5.00	$ 75.00	$ 75.00
Video for each manual (purchased through Video Transfer Center, Portland, OR)	$11.50	$172.50	$ 172.50
TOTAL	$19.40	$291.00	$1,552.50

NOTE: All Applied Communication materials may be reproduced since the State of Oregon is an AIT consortium member. JESD has a set of all the necessary printed and video materials.

DRAFT COPY
Subject to Change

R. Craemer
5/89

APPLIED COMMUNICATIONS
PILOT SITES
AND
PROJECT DIRECTORS
1988-89

PILOT SITES	PROJECT DIRECTOR
Hidden Valley High School Illinois Valley High School North Valley High School Grants Pass, OR	Teri Houghton 651 Murphy Creek Road Grants Pass, OR 97527 (503) 862-2124
Centennial High School Gresham, OR	Ruth Anne Hansen 3505 S.E. 182nd Gresham, OR 97030 (503) 661-7612
Roseburg High School Roseburg, OR	Bill Walker 547 W. Chapman Roseburg, OR 97470 (503) 440-4153
Crook County High School Prineville, OR	Bennie Hayes 1390 S.E. 2nd Prineville, OR 97754 (503) 447-5661
Madras High School Madras, OR	L.H. Gilliland 650 10th Street Madras, OR 97741 (503) 475-7265
Pacific High School Bandon, OR	Lowell Chamberlin 1350 Teakwood Coos Bay, OR 97420 (503) 269-1611
Baker High School Baker, OR	Nick Mausen 2500 "E" Street Baker, OR 97814-1599 (503) 523-6336
Toledo High School Toledo, OR	Sharon Branstiter 1800 N.E. Sturdevant Road Toledo, OR 97391 (503) 336-5105
Cottage Grove High School Cottage Grove, OR	Judd Van Gorder 1000 Taylor Avenue Cottage Grove, OR 97424 (503) 942-3391

R. Craemer
5/89

DRAFT COPY
Subject to Change

McKay High School
McNary High School
North Salem High School
South Salem High School
Sprague High School
Salem, OR

Gay Masters
2575 Commercial Street S.E.
Salem, OR 97302
(503) 399-3075

Junction City High School
Junction City, OR

Pat Taylor
1135 W. 6th Street
Junction City, OR 97448
(503) 998-2343

Adult Basic Education
Oregon State Penitentiary
Salem, OR

Mary Chris Hande
Oregon State Penitentiary
2605 State Street
Salem, OR 97301
(503) 378-2454

R. Craemer
5/89

DRAFT COPY
Subject to Change

COMMONLY ASKED QUESTIONS ABOUT APPLIED COMMUNICATIONS

1. Can these materials be used with special education students?

2. Will Higher Ed. accept Applied Communications as one of the four English courses for admissions into college?

R. Craemer
5/89

DRAFT COPY
Subject to Change

CASE STUDY FOR HIDDEN VALLEY HIGH SCHOOL

TEACHER:

The Applied Communications instructor needs to be a certified English teacher if students are to receive English credit. The recommendation is that, above all, the teacher needs to be flexible.

The program requires the teacher to be adaptable enough to adjust to lessons which may run longer (or shorter) than anticipated, or instructions which may be misleading or incomplete.

The teacher needs to be versatile enough to coordinate a variety of group tasks taking place concurrently in the classroom.

The flexibility of the program design itself allows the teacher to be selective when planning which lessons to use. It also allows for supplementary materials throughout the curriculum.

It is our experience that an enthusiastic, willing instructor will make all the difference in the program's success.

MATERIALS:

By the end of this school year there will be 30 copies each of 15 modules in my classroom - 450 student worktexts. Each set is stamped and numbered, and each student is assigned a corresponding number as we rotate through the modules. So every two to four weeks we exchange one book for another. This necessitates storage for the books that will be both convenient and secure.

PROMOTING APPLIED COMMUNICATIONS:

Cooperation from the vocational areas is a vital part of promoting this course. Instructors who are in daily contact with students for whom this program was designed are the logical foundation for publicizing the class. AIT has brochures and posters which are good sources of information. Word of mouth, however, may well prove to be the best method of advertising.

Many of this year's students plan to promote Applied Communications in their vocational classes and have asked if they could speak to our Sophomore guide groups during registration for next fall.

MODULE 1:

Adequate introduction for program - general student and teacher impression is that not all 10 lessons should be used.

Recommend:

lesson 1 and video

lesson 2 (barriers) - all

lesson 3 (listening) - do example or application

lesson 4 (speaking) - example and application

lesson 5 (reading) - example or application

lesson 6 (writing) - application - the use of "you" in directions can be confusing to students- refers to students taking role of Barbara Fox - the "you" refers to student as Ms. Fox

lesson 7 and video - application

recommend either 8, 9, or 10 from occupation-specific areas; any more may seem repetitive to students.

This much is enough to introduce the program, some basic concepts and familiarize students with the format.

We found the lessons as listed take one class period each to complete. The follow-up activities could be assigned for homework.

Occupation-specific notes:

AG lesson 8 - requires availability of several months of recorded farm market reports to complete.

Technical, Trade and Industrial lesson 9 - We called in our power mechanics instructor to work with students for the follow-up activity.

MODULE 3:

This is the most complex module so far. It can be approached several different ways. My suggestion is as follows:

Day 1 Lesson 1 and video as introduction

1. follow-up as class activity
2. application - self-check as homework

assign p. H-1 to H-9 and H-12 to H-15 for homework

Day 2 Review steps in investigating problem

esp. chart p. H-6

The follow-ups on H-10, H-11 and H-16, H-17 could be assigned for small groups or individuals.

Day 3 Review p. H-18 and H-19; in groups or individually do p. H-20 and 21

pgs. H-18, H-19, H-22 to H-24 homework, p. H-25 in groups or individually.

pgs. H-26 to H-30 - homework

Day 4 Review reading assignment - student will be writing reports as part of this module.

Review the steps to use in problem solving.

At this point students should have a better grasp of the various strategies required.

My recommendation would be to start the Grants Pass Container Co. problem at this point.

Assign roles for problem-solving Simulation (p. 7-12). Make sure all students read descriptions for all other employees. Directions for students are on p. 6-7 and are adequate to begin the problem. I recommend following the schedule on p. 15,

starting with Day 2, and keeping as close to the schedule as possible. Students may be slow to get started at first, but they can generally accomplish what they need to in the time allotted. The only place I would add time is for report writing.

Day 5 Investigate problem

Day 6 Prepare agenda for Management Group Meeting

* Discuss problem statement

* (This took my students a fair amount of time - they had difficulty agreeing on what the problem actually was, and in wanting to pose immediate "quick fix" solutions, without going through the process) I asked each group to agree on a problem statement within the group. Each group chose a delegate to attend a meeting to reach a preliminary consensus. They then returned to their groups to refine their statements.

Day 7 *** Management group and delegates meet to discuss problem statements and possible solutions. The rest of the class observed the meeting. Students were keen to see that their group's statement was well presented and defended.

At this point we stopped once or twice to remind them to focus on the problem only - not solutions. Their goal was to reach a consensus on the statement of the problem and for delegates to then retu n to their groups.

In groups they discussed possible solutions.

Day 8 Groups worked further on proposing and evaluating possible solutions.

Begin work on problem solving report - draft.

Management team meets to map out criteria for judging

recommendations. Suggestion is members of management teams to each attend group sessions to inform them of criteria for judging reports.

Day 9 Text suggests that students present reports today, but I gave them an extra day to write, edit, and re-write.

Members of management team worked again with production groups to finish reports.

Day 10 For presentation of reports, we set desks and podium for a formal meeting. A representative from each production group presented its report orally to the management team, then submitted the written report.

If time allows, management team will chair discussion of the recommendations.

Day 11 Management team reports its decision with evaluative comments. I required them to hand in a written report of their evaluation. All reports were collected and given a letter grade based on content, format, substance and mechanics. All students in each group received the grade earned by their report.

(Throughout this part of the module, groups were videotaped while they worked. Each student received a grade based on performance in the group setting. As time permitted, we viewed parts of the tapes and discussed observed strengths and weaknesses in the group process.)

Day 12 Discussion and evaluation of Grants Pass Container problem.

Implementation

In our pilot year we covered modules in the following order:

Module 1, 7, 3, 2, 6, 4, 8, 11, and portions of modules 5, 9, 10, and 12, as time allowed.

Time spent on each module nad specific comments on each are included in the individual module descriptions.

Supplementary materials are included in the appendix.

Recommendations:

Next year we plan to begin with group skills. Cooperative learning strategies are a must for this program in our opinion. We would then proceed with:

Module 1, 6, 4, 2, Career report, 7, 11, 3, 5, 8, 9, 10, and so on as time allows.

Our final project this year is one that both students and intructor found exciting and an appropriate way to put to use the skills the students have worked with all year. (see appendix for details)

Module 2: Gathering and Using Information in the Workplace

This module was used as a prelude to a career research report which is required of all juniors. Since students knew this module would help them complete the infamous and dreaded "career paper," most were attentive and involved throughout. Each lesson,except #5, was completed in one class period.

Lesosn 1: Example, application; follow-up as homework

Lesosn 2: Example and application

Students enjoyed this activity; I felt it was one of the best as far as interest level, clarity of design and directions, and relevance for students.

Lesson 3: Example and Application

Lesson 4: Example and application/follow-up

The introduction appears long, but offers good visuals and is worth taking extra time for class discussion.

The memo for the application section may need to completed for homework.

The follow-up could replace the application; both are good assignments; more careful reading is required for the follow-up. It seemed a bit more challenging.

Lesson 5: Example and Application

This was popular with students because it involved computers. Most students were not familiar with database, but had at least a passing acquaintance with computers. (It should be noted that a computer illiterate can handle this--I did, and I had to begin with how aot switch on the computer!) Students worked through the example and application, and we discussed them as a class.

The next day was spent in front of a computer terminal. Students watched and helped make suggestions as I demonstrated how to use a database to choose a college. Attention was well focused, and the database was one students could use later for their career papers.

Lesson 6: Example and application

Lesson 7: Example and application (video)

Lesosns 8-10

Although they appeared to be solid lessons, we skipped htses to move on to career reports (see appendix)

Module 4: Starting a New Job

The example and application portions of lessons 3 and 5 require the availability of guest speakers, one dealing with employer expectations and the other with occupational associations. If speakers are unavailable, time can be spent on the information in the introduction section of the lessons. It is valuable, and well presented, and the questions on p. 16 prompted an interesting discussion.

Lesson 1: application and follow up (video)

Student response to video was very good.

Lesson 2: example and application

Follow up was used as suggested; interview offered as extra credit.

Lesson 3: Introduction and chart

In our case, a speaker was not available. Students read the introduction and question sheet on p. 16, and a discussion followed. Student and instructor ideas and examples were shared as we discussed each question. This took most of the period. Students were given copies of the p. 16 chart and began answering questions. It was completed for homework.

Lesson 4: Introduction and application

Read itnroduction and skipped example. Application given as individual assignment. Students received a copy of the staff assignment sheet and the floor plan. Assignment was due the next day.

Lesson 5 and 6: Introduction, application and follow-up

Students formed groups and worked with their completed assignments from lesson 4 to reach a group consensus. Some students found their solutions challenged and had to defend them. Groups then reported to the class. Some discussion ensued as each solution was presented.

We them moved on to lesson 6. The Stress Management self-evaluation form was distributed.

Lesson 7: example, application (video)

Lessons 8 - 10

Students chose from either lesson 8, 9 or 10, and completed one.

Module 5: Communicating with Co-Workers

Students felt, in retrospect, that much of the material in this module seemed to be common sense. They did admit that it was important/ useful to discuss and practice the skills presented.

Lesson 1: Introduction, example and application (video)

Video did a good job of providing examples of the various communication networks.

Lesson 2: Example and application

Students found role-playing directions (p. 14) were vague; most needed more concrete, teacher-directed suggestions.

Lesson 3: Example and application

Role-playing directions were more complete. Class discussion of Introduction material helped clarify concepts for the application assignment.

Lesson 4: Example and application

We omitted option A from the application because we lacked direct access to telephones and our time frame (7:45 - 8:33) made it difficult to contact businesses. Most students chose "C" and worked very well Copies of maps for each group helped.

Lesson 5: Example and application

Students again had difficulty choosing problems, but eventually reached a decision. We reviewed information form the introduction, and as a class discussed the five roles in the assignments Students enjoyed this one.

Lesson 6: Example and application

Student liked the opinion survey, but found it difficult to complete Follow up class discussion was lively.

Lesson 7: Example and application

Directions were very clear for the application; students were creative in resolving problem.. Follow-up survey was assigned for homework.

Lessons 8 - 10

Students were grouped according to occupational areas and directed to skim lesosns 8 - 10 and choose one of the three to complete. The Agriculture group chose lesson 10; Business/Marketing chose lesson 9; Home Economics chose lesson 9; Trade, Technical and Industrial group chose lesson 10.

Since students chose their own options, they seemed very pleased with

the activities and cinfident in their ability to demonstrate their knowledge and skills. All were successful.

This lesson took more than one class period. The remainder of the second day was used to discuss and evaluate the Module.

Module 6: Communicating in Groups

Generally, we felt this module's content and activities were a bit this, especially since so much work had already made use of the group process. My feeling is htat his module should be used early in the program as a foundation for future group work.

The occupation specific lessons were disappointing to us, since they required students to have access to groups in their occupational areas for purposes of observation and evaluation. Moreover,the lessons are generic--one lesson for all areas. We had hoped for more specific assignments.

Nonetheless, we felt the review and internal observations were useful and valid as ways to reinforce positive and specific skills and goals for students working in groups. Specifically, the observation forms and checklists were valuable tools for this and other modules.

Lesson 1: Example and application (video)

Lesson 2: Example and application

Good discussion followed example. This made the application section run more smoothly, although it ran longer than one class period. We finished in the first ten minutes or so of the next day.

Lesson 3: Example and application

Both were fairly short and were finished in the time remaining.

Lesson 4: Application and follow-up

Lesosn 5: Example and application

Both were high interest level for students and together took more than one class to complete.

Lesson 6: Application and follow-up

Excellent opportunity for group problem solving. Stressing the group strategy helps keep students on track. A copy of the map for each helps.

Lesson 7: Example and application (video)

Students must read directions carefully or they will be confused. This gives them practice in using the observation forms and analyzing group dynamics.

Lessons 8 - 10: Omitted

Module 7: Following and Giving Directions

Students generally found this module to be practical and valuable. Most began with the idea that giving and following directions was easy--something they already knew how to do--and discovered they still had more to learn.

Lessons 1/2: Example, application and follow-up (video)

This lesson is very short. Aside from viewing hte video, neither the example nor the application offers students an activity.

I suggest the video be used as an introduction, and the example or application from lesson 2 be used.

Lesson 3: Example and application

Two periods were used here, largely because we found directions for the application to be incomplete. We were confused about what happened to callers who were placed on hold. This part of the process is not addressed in the Training Notes. Ulitmately, we made some general assumptions of our own, and students were able to complete the activity.

Lesson 4: Example and application or follow-up

Lesosn 5: Example and application

Students found that giving oral directions was not as easy as they anticipated.

Lesson 6: Example and application

Students felt their written directions were very clear. As we discussed them they discovered they had assumed too much and their directions were generally incomplete.

Next year I plan to use vocational lab areas where possible to have students actually attempt to follow each other's written directions.

Lesson 7: Example and application (video)

The hydroponic greenhouse used for the video was interesting. Students would have a better understanding and appreciation of video if brief explanation/discussion of hydroponics was held prior to viewing.

Lessons 8 - 10: All occupation areas have students practicing the same skills with each lesson

Lesson 8: students either need ot work in pairs or vocational instructors could be called upon to assist.

Lesosn 9: Application for each area involved following written directions to correctly fill out forms

Lesosn 10: Each area involved creating written directions.

Lesson 9 (Trade, Technical and iNdustrial) follow-up: We used the expertise of our Woods instructor who found some confusing inaccuracies in the plan (figure 63) p. 132. Students may not have noticed on their own.

Module 8: Communicating with Supervisors

Lesosn 1: Example and application (video)

Lesson 2: Example and application

I asked students to write scripts for the application assignment. We read them in class the next day and used the questions (p. 14) as a guide.

Lesson 3: This required a speaker from the business ocmmunity and one was not available.

Lesson 4: Example,application and follow-up

Discussion of example was lively and opinionated both against and in support of John.

Lesson 5: Example and application

Another spirited discussion. For the application, I had students choose their approach (written or verbal) and write either a letter or a script. These were read and discussed the next day.

Lesson 6: Example, application, and follow-up

Lesson 7: Example and application (video)

Students wrote answers tp questions p.46, and discussed at end of period.

Lessons 8 - 10

Although the lessons were divided into occupation specific areas and seemed to be very good, we omitted them so we could move on to another module

Module 11: Making and Responding to Requests

We found that some material seemed repetative here, especially similar to Module 7, so we only used portions of this module as a review.

Lesson 1: Example and application (video)

Lesson 2: Omitted

Lesson 3: Application

Students practiced and performed for class. Discussion followed.

Lesosn 4: Example and Application

We discussed the example in class. Application was assigned, with the final letter due the following day.

Lesson 5: Application

Lesson 6: Example and application

Lesson 7: Video and Application

Lessons 8 - 10

Students chose individually one application from the field of their choice.

SUPPLEMENTAL ACTIVITY
HIDDEN VALLEY HIGH SCHOOL

YEAR-END PROJECT

The last three and one half weeks of class time were devoted to student produced videos. students chose groups of four or five, and worked together to create, write, direct, and produce a video which could be used as a teaching tool for next year's class.

Our filming capabilities are limited to one video camera with a fixed microphone, but even so, students worked creatively and cooperatively to produce an entertaining and (for the most part) educational product.

Our production timetable was fairly tight. Students took two days to view Applied Communications videos, some for the first time, to gather ideas for their own. By the third day, they handed in a one paragraph summary of their idea, and at least two goals or objectives it was to demonstrate to viewers.

Day four was used to revise goals and objectives, and refine summaries.

Day five students began to write their scripts. The requirement was for videos to be from 3 to 5 minutes in length, and for scripts in include stage directions as well as directions for the cameraperson. This was undoubtedly the most challenging phase of the project, but students did not seem to mind the continual revisions their discussion brought about. Students generally took five to six days to complete their scripts. The first day's rehearsal brought about more script changes.

Day 11 was the beginning of filming. Time was limited to class time, lunch time or after school. Most groups were willing to give up much of their own time to complete their films.

The finished products were viewed and evaluated as part of their final exam.

This project involved much more than I originally anticipated. Students were given the production schedule from the beginning of the project, so they were well aware of deadlines and time restrictions. This eventually caused problems for some groups, which they were required to solve on their own (and they did!).

Among problems encountered were working around students' after school job schedules, filming overtime (one group needed to film a final scene, but one actor had gone to Boys' State--they ended up with a stand-in and a reverse camera angle), the need to edit scenes (this was done at home by one group), and the need to convert from BETA to VHS (one group had used a member's camera, and had left the matter of transferring the tape to the last minute).

Their ingenuity and enthusiasm were only short of remarkable for a group of students who only days before had shown tell-tale signs of end-of-year burn out. The students surprised themselves with their abilities to solve problems and work cooperatively to accomplish a complicated task. They were deservedly proud of themselves when they had finished.

HIDDEN VALLEY SURVEY RESULTS

Students stressed importance of instructor involvement in class

- teachers have more experience
- demonstration/modeling useful, important

Help from program?

1. Helped with confidence and knowing what to expect when applying for 1st job.
2. Now talk out problems instead of "blowing up" like before.
3. I feel like I'm more grown up.
4. Helped me look at problems with a different aspect.
5. I am able to talk easier to my boss.
6. Working on camera, because you can see the reality of the situation; problem solving.
7. This class has helped me in how to talk, write and listen to people; how to get along in the workplace.
8. It has taught me not to just let things that people do constantly slide by, like covering for someone all the time.
9. Helped me communicate with my boss.
10. If I don't understand, now I ask questions, so I can understand.

Best part; keep

- videos we made
- more filming of us - it helps out to see what we're doing
- simulation of a problem and how to solve it [M.3]
- field trip or end of year film project
- relating the material to O.T.S. situations
- group discussions

Worst part; lose

- short, boring writing assignments
- juniors only requirement, seniors need to brush up on these ideas too
- repetition in modules
- boring fake films

General input/upgrade

- article in school paper
- more business letter writing (resume, too)
- should have been more reading involved, it was most oral
- do more work

NORTH VALLEY SURVEY RESULTS

Makeup of class	-	all males
Grade level	-	4 seniors 5 juniors 9 sophomores (these began and ended in the class)

No one transferred out of the class unless leaving school altogether.

STUDENTS	GRADE LEVEL	GRADE EARNED IN APPLIED COMMUNICATIONS	GPA IN ENGLISH
1	12	B	2.0
2	12	B	1.6
3	12	B	1.9
4	12	A	0.9
5	11	B	1.8
6	11	B	0.6
7	11	B	1.4
8	11	A	1.6
9	11	C	2.0
10	10	C	1.3
11	10	B	3.0
12	10	C	1.0
13	10	A	3.0
14	10	B	2.3
15	10	C	0.7
16	10	C	1.3
17	10	B	2.3
18	10	C	1.7

Summary (14 respondents)

APPLIED COMMUNICATIONS (Seniors gone)

END-OF-THE-YEAR SURVEY

Directions: Please answer the following questions based on your experience in Applied Communications this year. Please feel free to add any comments you might have on any question.

1. How much do you feel you have learned in Applied Communications?

a great deal 8 — 6 — adequate — not much — Nothing

2. How much did you enjoy the class?

a great deal 7 — 6 — it was okay — 1 not much — Not at all

3. Compare Applied Communications with a regular English class in terms of amount learned:

much more 5 — 6 — about the same — 3 somewhat less — much less

4. Compare Applied Communications with a regular English class in terms of enjoyment:

much more 8 — 3 — about the same — 3 somewhat less — much less

5. Compare Applied Communications with a regular English class in terms of difficulty of work:

much easier 10 — 4 — about the same — somewhat harder — much harder

6. Compare Applied Communications with a regular English class in terms of interest to you:

much more interesting 6 — 8 — about the same — less interesting — a total bore

7. Compare Applied Communications with a regular English class in terms of how much you got out of it:

a great deal 4 — 10 — about the same — not as much — Nothing

8. Compare Applied Communications with a regular English class in terms of <u>how much you will use the information in the future:</u>

a great deal 8 — 6 — about the same — not as much — not at all

9. Compare Applied Communications with a regular English class in terms of <u>how much you have already used the information</u>:

a great deal 7 — 6 — about the same — 1 — not as much — not at all

10. <u>At first</u> how did you feel about having Applied Communications at part of Power Mechanics II?

hated the idea 2 — 6 — didn't matter — 6 — somewhat interested — excited about it

11. <u>At the end of the class</u> how did you feel about having Applied Communications as part of Power Mechanics II?

hated the idea 1 — 3 — didn't matter — 5 — somewhat interested — 5 excited about it

12. How do you feel about the amount of time spent on Applied Communications in comparison with amount of time spent on mechanics?

too much on communications — 5 — about the right amount — 9 — too much on mechanics

13. How important was it to you to have Applied Communications count as 1/2 <u>English</u> credit?

very important 10 — 4 — somewhat important — doesn't matter — not at all important

14. Were you surprised to see an English teacher in your Mechanics classroom? (Yes / No)
8 6

15. Did the idea of putting English in your Power Mechanics Class scare you at first? (Yes / No)
5 9

16. By the end of the class, does the idea of putting English with Mechanics seem like a good idea? (Yes / No)
13 1

17. Would you have taken Applied Communications as a year-long English class instead of having as part of Mechanics? (Yes / No)
7 7

18. Would you recommend Applied Communications to your friends? (yes / No)
12 2

19. Did you like having both teachers present for Applied Communications? (Yes / No)
14

20. Do you feel you improved in your communication and thinking skills as a result of Applied Communication? (Yes / No)
13 1

21. <u>At first</u> did you enjoy group work? (Yes / No)
8 6

22. By the end of class, did you enjoy group work more? (Yes / No)
8 6

23. <u>At first</u> did you see the value in learning about communications? (Yes / No)
4 10

24. By the end of class, did you see more value in learning about and practicing communications skills? (Yes / No)
13 1

25. Do you think Applied Communications combined with Mechanics should be offered again next year? (Yes / No)
13 1